

# Kentucky Core Content Test (KCCT) Interim Performance Report Interpretive Guide 2010



Kentucky Department of Education  
Terry Holliday, Ph.D., Commissioner



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## Introduction

Senate Bill 1 (SB1) outlines numerous changes to Kentucky's Assessment and Accountability Program. SB1 creates a three-year interim period (2008-2009, 2009-2010 and 2010-2011) and a new state assessment program beginning in 2012. The interim period allows Kentucky time to develop the new assessment system while maintaining components necessary for federal No Child Left Behind (NCLB) reporting.

Kentucky schools completed the 2010 Kentucky Core Content Test in five content areas: reading, mathematics, science, social studies and writing on-demand. Individual student reports and student performance level definitions will not change. Students will still receive reports that place their performance in each content area into the categories of Novice (low/medium/high), Apprentice (low/medium/high), Proficient and Distinguished (NAPD).

During the interim period, the reports schools and districts receive will be revised to implement SB1 requirements. In September 2010, as in previous years, schools and districts will receive electronic data files for their use.

## Interim Performance Report

The Interim Performance Report (IPR) replaces the Kentucky Performance Report (KPR), but maintains much of the KPR format. The most significant difference is that the Interim Performance Report will **not** include index scores. The Growth Chart and the Accountability Trend pages that displayed state accountability status also will not be generated.

Many important data pages from the KPR will be included in the Interim Performance Report. Three data pages will be generated for each state-required content area (reading, mathematics, science, social studies and writing on-demand).

- (1) Trend Data – shows the distribution across four years (2007, 2008, 2009 and 2010) of Novice, Apprentice, Proficient and Distinguished students.
- (2) Disaggregation – shows how different groups of students performed on the current year assessment by their NAPD distribution. The page reports Tested Students in all content areas. In reading and mathematics, NCLB Accountable Students also are displayed. For science, social studies and writing on-demand, 100-Day Students are reported.

- (3) Core Content – shows open-response and multiple-choice averages linked to content area subdomains outlined in *Core Content for Assessment 4.1*.

To comply with confidentiality requirements of the Family Education Rights and Privacy Act (FERPA), student counts used in prior years have been removed from the Trend and Disaggregation pages. Schools and districts will have access to student counts in their electronic data files.

### **Public Reporting**

The Kentucky Department of Education (KDE) will continue to post on its web site the IPR public report for each school and district. Also, KDE will continue to produce a media report for media outlets and the public. The Office of Assessment and Accountability envisions the media report displaying how each school and district performed on the Kentucky Core Content Test administered during the interim period.

The media report will include the NAPD distribution of scores for the five state-required content areas (reading, mathematics, science, social studies and writing on-demand). It will provide the public with information on how students score across the NAPD categories in each Kentucky school and district.

## Kentucky Core Content Test (KCCT)

Kentucky teachers (Content Advisory Committees) assist in the development of the multiple-choice and open-response items for the KCCT. These committees generally include eight to ten teachers per content area per assessed grade level. The content codes in the *Core Content for Assessment 4.1* are applied to specific items during the development process. Kentucky teachers working on the development teams must come to an agreement with respect to the specific elements of the core content to which an item refers. This helps ensure representative coverage of the core content along with the KCCT Blueprint.

Table 1 below summarizes the grades and content areas tested by the KCCT, including the number of open-response and multiple-choice questions asked on each of six forms of the KCCT.

**Table 1**

2009-2010 KCCT Assessment Components Number of Test Items by Core Content and Grade						
Grade	Reading	Math	Science	Social Studies	On-Demand Writing	Alternate Asst.
3	3 OR 45 MC	5 OR 38 MC				X
4	4 OR 39 MC	5 OR 38 MC	4 OR 32 MC			X
5	4 OR 39 MC	5 OR 38 MC		4 OR 32 MC	1 Prompt 12 MC	X
6	4 OR 39 MC	5 OR 38 MC				X
7	4 OR 39 MC	5 OR 38 MC	4 OR 32 MC			X
8	4 OR 39 MC	5 OR 38 MC		4 OR 32 MC	1 Prompt 12 MC	X
10	4 OR 39 MC					X
11		5 OR 38 MC	4 OR 32 MC	4 OR 32 MC		X
12					2 Prompts	X

Key: OR – Open-Response; MC – Multiple-Choice; X – Alternate Assessment  
Note: Number of test items includes pre-test items.

## Open-Response (OR) Items

The scoring contractor trains professional scorers to score all the open-response items on the KCCT. OR items are scored on a 0 to 4 scale for each item. Each open-response item has its own unique scoring rubric.

An off-topic answer or an answer that merely restates the question to an open-response item would receive a 0. Students must respond with relevant information to receive a higher score. An outstanding answer to an open-response item is correct, thorough and well communicated.

In Kentucky, OR items are very important to the statewide assessment because Proficient and Distinguished performance is dependent upon students' having received high-quality instruction. Students who score mostly 3s and 4s on the open-response items within a content area have a higher probability of scoring a Proficient or Distinguished within that content area. ***The item score of 1, 2, 3 or 4 DOES NOT correspond to Novice, Apprentice, Proficient and Distinguished (NAPD) respectively.***

## Multiple-Choice (MC) Items

The KCCT has multiple-choice items that are scored correct or incorrect. Multiple-choice items allow the KCCT coverage of the content domain and increase the reliability of scores within a content area. The same item-development procedures are followed for both types of item formats. Multiple-choice items along with the open-response items measure Kentucky's *Core Content for Assessment 4.1*.

## KCCT Performance Level Calculations

*Step 1: Raw Scores Get Converted to Scale Scores*—Raw scores are the simplest scores to understand because they have the most direct connection to the actual questions on a test. Multiple-choice items are either right or wrong – score 0 or 1. For open-response questions, raw scores range from 0 to 4 points with increasingly better answers given higher scores. The KCCT adds the correct responses within a content area for each student and provides a numerical raw score that summarizes the student's performance. Multiple-choice and open-response items are weighted 50:50 in most content areas and grades. Exceptions include third grade reading and mathematics.

*Step 2: Scale Scores are Related to Performance Levels*—Performance levels are used to describe the quality of student work. The four levels, from lowest to highest, are Novice, Apprentice, Proficient and

Distinguished (NAPD). Kentucky last examined its student performance standards and definitions for NAPD during the summer of 2007. At that time, Kentucky teachers validated student performance standards for existing assessments and set them for new assessments. This standard setting work yielded cut scores still in effect for 2010. The first two levels of performance in reading, mathematics, science and social studies were each subdivided into three levels (Novice low, Novice medium, Novice high, Apprentice low, Apprentice medium, and Apprentice high) to better represent student performance and to recognize growth within the performance levels. Scale score ranges can be found in Appendix B of this Guide.

### **Accommodations**

Kentucky offers accommodations for assessment to students who qualify under 703 KAR 5:070. As per regulation, the accommodation(s) used in assessment must be stipulated in the student's Individualized Education Plan (IEP), 504 Plan or Program Services Plan (PSP) for Limited English Proficient students (LEPs), and must have been used with the student throughout the school year. For example, if a student's IEP allows a scribe during regular instruction, the student will be allowed a scribe for the statewide assessment. Other accommodations, when consistent with the normal on-going delivery of instruction may include:

- Reading text in English (reader)
- Paraphrasing directions for tasks in English
- Oral word-for-word translation of text
- Use of technology
- Use of extended time
- Use of manipulatives
- Use of grammar or spell-check

### **Alternate Assessment**

Students with significant disabilities are included in the state assessment system through the Alternate Assessment. The following chart indicates the components of this program.

For specific information about each component of the Alternate Assessment program, see Appendix A.

**ALTERNATE ASSESSMENT (MIRROR FOR KCCT)**

<b>Grade</b>	<b>Reading</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>	<b>Writing</b>	<b>Mirror for EXPLORE/PLAN/ACT English, Mathematics, Science, Reading</b>
<b>End of Primary (grade 3)</b>	<b>P</b>	<b>P</b>				
<b>4</b>	<b>P</b>	<b>P</b>	<b>P</b>		<b>AT</b>	
<b>5</b>	<b>P</b>	<b>P</b>		<b>AT</b>	<b>AT</b>	
<b>6</b>	<b>P</b>	<b>P</b>				
<b>7</b>	<b>P</b>	<b>P</b>	<b>P</b>		<b>AT</b>	
<b>8</b>	<b>P</b>	<b>P</b>		<b>AT</b>	<b>AT</b>	<b>Transition Attainment Record in English, Mathematics, Science, Reading</b>
<b>10</b>	<b>P</b>					<b>Transition Attainment Record in English, Mathematics, Science, Reading</b>
<b>11</b>		<b>P</b>	<b>P</b>	<b>AT</b>		<b>Transition Attainment Record in English, Mathematics, Science, Reading</b>
<b>12</b>					<b>AT</b>	

LEGEND: P = Portfolio    AT = Attainment Tasks    TAR = Transition Attainment Record

**Testing Exemptions**

With few exceptions, all students in Kentucky must participate in the regular assessment or the alternate assessment. Foreign exchange students are exempt from the statewide assessment. Additionally, students can receive a medical exemption if certain criteria are met; however the student's handicapping condition alone cannot be the basis of the exemption. Generally, less than one percent of students statewide are exempted each year from Kentucky's assessment program.



## Interim Performance Report (IPR) Overview

This document gives detailed information on how to interpret and use the KCCT assessment results. As required in statute 158.6453, these reports are received by school districts 150 days after the first day of the testing window.

### IPR Includes:

- *Cover Page* – The first page of the report provides some introductory comments as well as the school and district name, and a table of contents.

### Reports for Each Content Area Contain All or Part of the Following:

- *Trend Data: Performance Level Percents* – This is the first page of each content area report section. For a content area (e.g., reading), a single page gives horizontal bar charts for comparisons of the percentage of students achieving Distinguished, Proficient, Apprentice (high, medium and low) and Novice (high, medium and low) for 2007, 2008, 2009 and 2010.
- *Disaggregation: Performance Level Percents* – This page of the content area report provides horizontal bar charts representing a side by side comparison of the percentage of students, both tested and No Child Left Behind (NCLB) accountable or 100-day students, achieving Distinguished, Proficient, Apprentice and Novice for each subpopulation of sufficient size. A table is also provided on the right hand side of the page displaying the performance level percents.
- *Core Content* – This page provides detail on the performance of students by content area subdomain and organizer for both multiple-choice and open-response questions. The same core content codes published in Kentucky's *Core Content for Assessment 4.1* are used on this report. Core content results for on-demand writing are also provided.

### Student Reports:

- *Individual Student Report* – The Individual Student Report informs students and parents about individual student performance on the KCCT. Student answers to open-response items are evaluated on a scale of 0-4, with high scores associated with more complete and accurate responses. Multiple-choice items are given a raw score value of 1 for a correct answer and 0 for an incorrect answer. The

main features of the Individual Student Report are the student's performance level (Novice low, Novice medium, Novice high, Apprentice low, Apprentice medium, Apprentice high, Proficient, Distinguished) and scale score in each content area.

- *Student Listing* – The Student Listing report provides all the information in the Individual Student Report in a concise and convenient form for school and district personnel. For each student and tested content area, the report lists the student's name and the state student identification (SSID, a state assigned number unique to each student), an indicator of any testing accommodations used by the student (when such accommodations were indicated on the Online Data Verification System), as well as the student's scale score and performance level. Scores of students exempted are not reported. The word "EXEMPTED" is printed in place of scores for these students. Performance levels are based on the student's responses to the entire test – open-response and multiple-choice items.

## Interim Performance Reports – Detailed Explanations

Detailed information on the interpretation and use of the 2010 assessment results provided by KDE appear on the following pages. Results presented in these reports are based on results of the KCCT.

The reported pages are part of the Interim Performance Report (IPR). The IPR is designed to show performance for five content areas at the elementary, middle and high school levels. Most school and all district reports will contain data from at least two different grades for each school level.

School staff must review the data on the "Student Listing" report to ensure that all students who tested last spring are represented accurately on the reports. Schools have 14 days following official public release of data to report discrepancies by submitting a letter or e-mail to the Commissioner of Education. The data review period ends at midnight (EDT) on October 7, 2010. KDE has provided districts with an electronic Data Review Application to assist in filing data review requests. If the school or district has questions about the data, please contact KDE, Division of Assessment Design and Implementation (502-564-9853) or Division of Support and Research (502-564-4394).

## Cover Page and Introduction

The first page of the IPR provides some introductory comments as well as the school and district name, school code, grade-range covered in the report and a table of contents.

<div data-bbox="552 415 678 552" data-label="Image"> </div> <p><b>Interim Performance Report</b></p> <p>In March 2009, the Kentucky General Assembly passed Senate Bill 1 (SB1) that was subsequently signed into law by the Governor. SB1 calls for a significant overhaul of the state's assessment and accountability system. The new assessment system begins in the spring of 2012. The school years of 2008-2009, 2009-2010 and 2010-2011 are described in SB1 as an interim period. This three-year period allows Kentucky to develop the new assessment system and to carry on state and federal testing requirements.</p> <p>The Interim Performance Report includes the Kentucky Core Content Test (KCCT) in Reading (grades 3-8 and 10), Mathematics (grades 3-8 and 11), Science (grades 4, 7 and 11), Social Studies (grades 5, 8 and 11) and Writing On-Demand (grades 5, 8 and 12). The KCCT is based on the Kentucky Core Content for Assessment (Version 4.1) and contains multiple-choice and open-response questions. The Writing On-Demand test uses writing prompts that require students to craft a piece of writing in a 60 minute period.</p> <p>The KCCT is developed under the direction of content advisory committees of Kentucky educators who draft, review and select test questions. All test items are reviewed by a bias review committee to enhance the fairness of items for all Kentucky students.</p> <p>The KCCT continues to fulfill the requirements of the federal statute known as the No Child Left Behind Act of 2001. A separate accountability report for No Child Left Behind (NCLB) is published by the Kentucky Department of Education.</p> <p>The Interim Performance Report focuses entirely on the five state-required content areas and provides data for schools or districts. The data in this report is not used for state accountability; although, these results can fulfill the requirements of Senate Bill 168 from 2002 and may be used by schools or districts for their own accountability needs.</p> <p>Performance standards are based on descriptions of Novice, Apprentice, Proficient and Distinguished (NAPD) student performance levels specific to the content area and grade being assessed. The performance standards, in conjunction with Kentucky's Core Content for Assessment, should allow instruction to better focus on the content area to be taught and on how well students must demonstrate achievement in each content area.</p> <p><b>Reporting Changes Began in 2009</b> Based on SB1, Kentucky will not be reporting state accountability and academic indices as in the past. The report does have several familiar pages with performance level (NAPD) trend, core content and disaggregation data per content area. Districts and schools will still see distributions of how students scored in the Novice (with sublevels), Apprentice (with sublevels), Proficient and Distinguished performance levels.</p> <p><b>Confidentiality Changes</b> Due to federal regulations around the Family Education Rights and Privacy Act (FERPA), the numbers of students have been removed. Though there is a need to report as much data as possible, there is also a paramount need to maintain the confidential aspects of individual scores. When scores are reported in what is commonly called "small cells" where very few students may be categorized, there is the possibility of revealing individual scores when numbers are reported. Numbers are reported to each district in a confidential report that accompanies the public Interim Performance Report.</p>	<p>2009 - 2010 <b>INTERIM PERFORMANCE REPORT</b></p> <p>School: Sample County High School District: Sample County Code: 800003 Grade: 09 - 12</p>												
	<p><b>CONTENTS OF THIS REPORT</b></p> <table> <tr> <td>Academic Trend Data</td> <td>High</td> </tr> <tr> <td>Reading Results</td> <td>2- 4</td> </tr> <tr> <td>Mathematics Results</td> <td>5- 7</td> </tr> <tr> <td>Science Results</td> <td>8- 10</td> </tr> <tr> <td>Social Studies Results</td> <td>11- 13</td> </tr> <tr> <td>Writing Results</td> <td>14- 16</td> </tr> </table> <p>For more information, refer to the 2010 Interim Assessment Interpretive Guide on the Kentucky Department of Education Web site (<a href="http://www.education.ky.gov">www.education.ky.gov</a>).</p> <div data-bbox="1110 1136 1243 1176" data-label="Image"> </div>	Academic Trend Data	High	Reading Results	2- 4	Mathematics Results	5- 7	Science Results	8- 10	Social Studies Results	11- 13	Writing Results	14- 16
Academic Trend Data	High												
Reading Results	2- 4												
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Science Results	8- 10												
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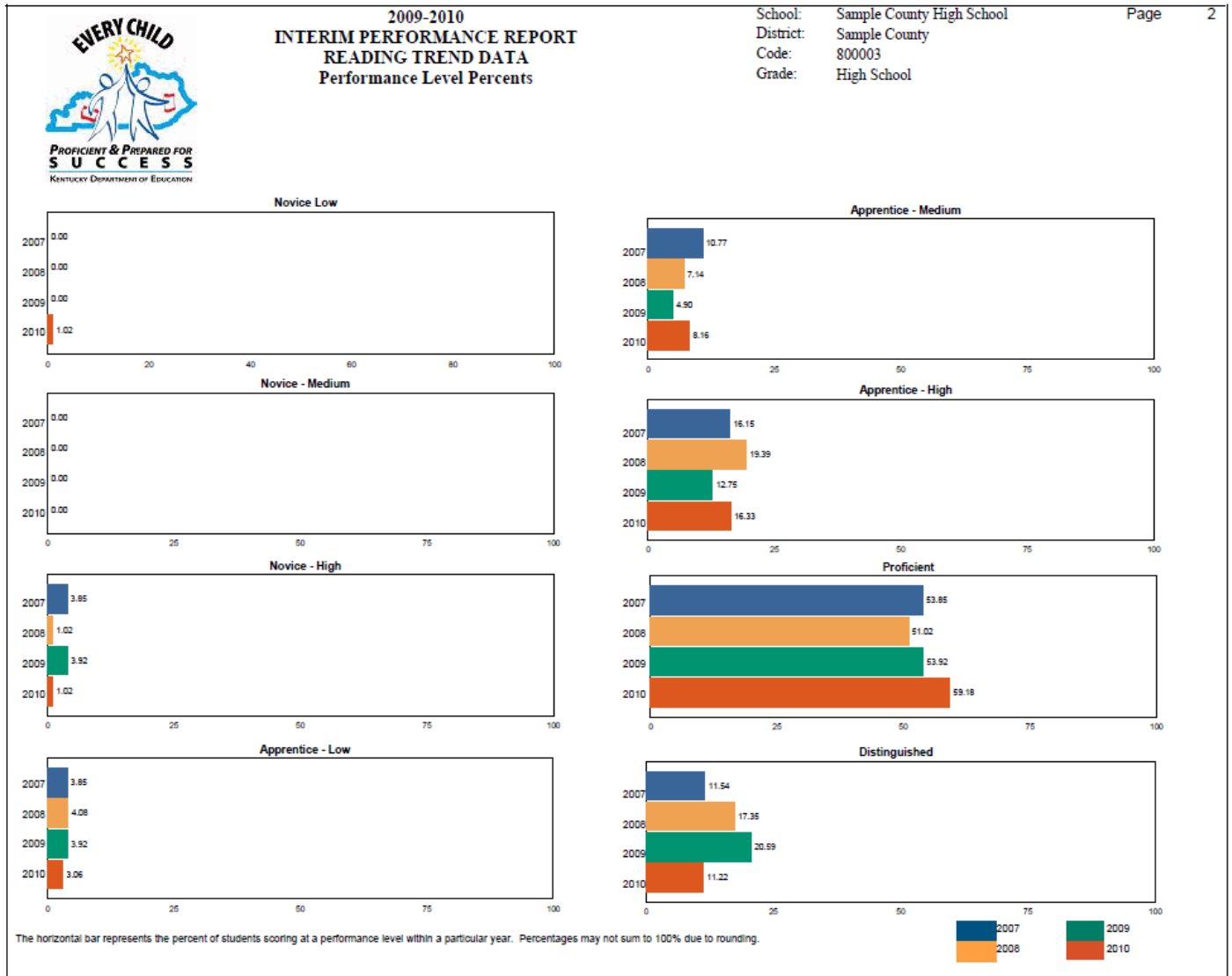
## **Content Area Reports**

Each content area has individual reports that give detailed information. A cluster of content area reports is provided for the following: Reading, Mathematics, Science, Social Studies and On-Demand Writing.

- Trend Data: Performance Level Percents
- Disaggregation: Performance Level Percents
- Core Content

## Trend Data: Performance Level Percents

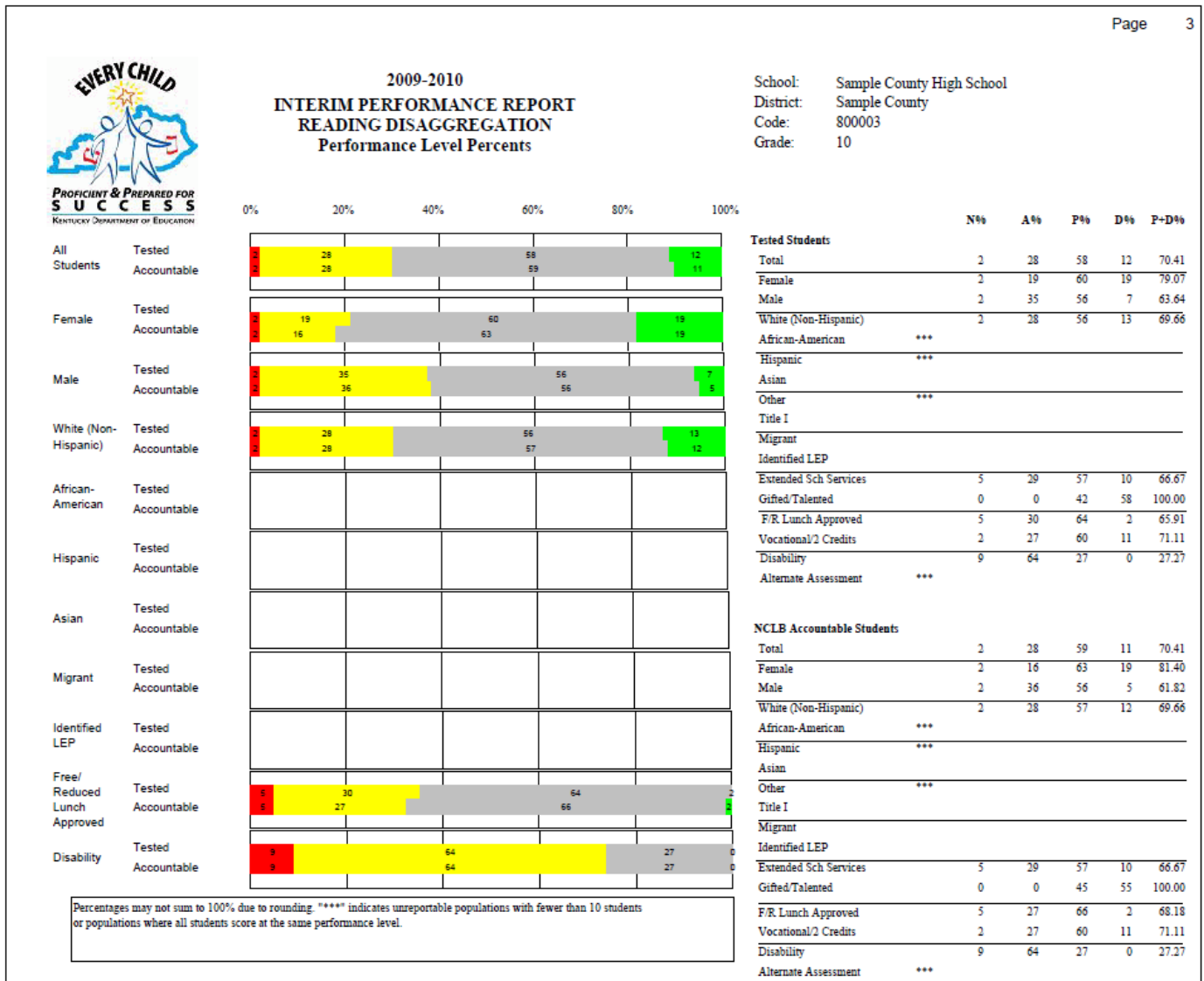
For each content area (e.g., reading), a single page gives horizontal bar graphs for comparisons of the percentage of students achieving Distinguished, Proficient, Apprentice (high, medium and low) and Novice (high, medium and low) for 2007, 2008, 2009 and 2010. The horizontal bar graphs give a visual comparison of percentages. The percentages are printed at the end of each bar.



## Disaggregation: Performance Level Percents

(Tested and NCLB Accountable Students or 100-Day Students)

This page displays, both graphically and in table form, the percentage of students scoring at each performance level. This information is shown for all students tested at a school, as well as, all students accountable for NCLB reporting and 100-day students (students enrolled for a full academic year) for all other content areas.



Two cautionary notes should be kept in mind when reviewing disaggregation data for schools:

1. The accuracy of the disaggregated data is dependent on how schools completed this information on the Online Data Verification System, and
2. If fewer than ten students were reported in a school or district for a category, or more than ten students scored in a category, but all the students scored at the same performance level, then no disaggregated data is provided to ensure the privacy of individual students.

With these cautions in mind, data disaggregation information can be helpful to schools and districts in evaluating student performance in relation to special educational programs, e.g., Title I, Extended School Services (ESS). This information can also be used in consolidated planning to address issues relevant to equity across diverse student groups.


The Title I disaggregation information depicted on the graph has characteristics unique to the Title I program. If a school participates in a school-wide Title I program, the disaggregation of student performance is for all students in the school. If a school participates in a Title I Targeted Assistance program, only the students participating in this program are part of the disaggregation data. The district report disaggregates data for all students who participate in either a school-wide or targeted assistance Title I program in any school in the district.

## Core Content

This data is separated into question format for most of the content areas (i.e., multiple-choice and open-response). Subdomain labels are provided on the left-hand side of the page. The labels refer to content codes found in Kentucky's *Core Content for Assessment 4.1*. The difference between the school mean and the state mean, as well as the standard error, is included to aid interpretation of the comparisons.

For On-Demand Writing, a core content page provides Novice, Apprentice, Proficient and Distinguished (NAPD) percentages for the following:

- Respond to text, graphic or chart
- Persuade
- Narrate an event for a purpose



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KENTUCKY DEPARTMENT OF EDUCATION

**2009-2010**  
**INTERIM PERFORMANCE REPORT**  
**READING CORE CONTENT**

School: Sample County High School  
 District: Sample County  
 Code: 800003  
 Grade: 10

Page 4

SCHOOL												STATE											
				Percents										Percents								School - State Mean	
OPEN RESPONSE		No. Items	No. Observations	B	0	1	2	3	4	Mean	Std. Err.	No. Observations	B	0	1	2	3	4	Mean				
02 .xx	Developing Understanding	3	132	0	11	9	42	25	12	2.2	0.1	64,734	0	13	19	44	18	5	1.8	0.4			
03 .xx	Interpreting Text	3	127	0	11	14	47	19	9	2.0	0.1	63,765	0	12	21	45	17	5	1.8	0.2			
05 .xx	Critical Stance	4	147	1	7	15	47	21	10	2.1	0.1	72,522	0	10	22	44	18	6	1.9	0.2			
MULTIPLE CHOICE				Correct Incorrect Omit/Mult								Correct Incorrect Omit/Mult											
01 .xx	Forming a Foundation	27	768	81	19	0	0	0.81	0.01			374,110	80	20	0	0			0.80	0.01			
02 .xx	Developing Understanding	83	1,826	82	18	0	0	0.82	0.01			908,778	80	20	0	0			0.80	0.02			
03 .xx	Interpreting Text	15	392	82	18	0	0	0.82	0.02			199,110	78	22	0	0			0.78	0.04			
05 .xx	Critical Stance	17	282	73	27	0	0	0.73	0.03			136,477	69	31	0	0			0.69	0.04			

The Core Content Report shows how students performed on specific areas linked directly to the *Core Content for Assessment 4.1*. The main features of the report include:

- The number of test items in the specific core content area. Any subdomain without test items will not appear on this report.
- The number of times students were presented items in a category (number of observations). Since all students are not presented with all items in each subdomain, the total number of observations may not be evenly divisible by the number of students. For example, four students may have been presented with four items ( $4 \times 4 = 16$ ) while two others were presented with three each ( $2 \times 3 = 6$ ) for a total of 22 observations.



- The percent of students scoring in each score category (correct and incorrect for multiple-choice and B, 0, 1, 2, 3, 4 for open-response).
- The mean item score across items within the specific area for both the school/district and the state. The mean score ranges from 0 to 1 for multiple-choice and from 0 to 4 for open-response.
- In the state section, the difference between the school mean and the state mean is calculated.

Several cautions to consider while using the Core Content pages of the IPR include:

- Some scores come from a limited number of items and a limited number of students.
- Teachers have a full year perspective on students' ability and the content taught. Teachers' professional judgment should always be taken into account when analyzing test scores.
- Use this report in conjunction with other insights and data before making any final decisions about curriculum and instruction.

The Core Content Report presents *raw score* results. Since the multiple-choice and open-response item means presented on this report are based on raw scores, item difficulty and other characteristics have not been taken into account. Therefore, the mean score of one subdomain cannot be validly compared with that of another subdomain. Items for review within subdomains:

- **The number of test items that reflect the subdomain section.** Larger numbers of items are associated with stronger validity and higher reliability. Remember that each year items are sampled from the content-domain item pools. It is thought that each year's test represents a *balanced coverage* of each subdomain.
- **The number of student responses.** Larger numbers of student responses (regardless of the number of items) are associated with greater reliability at the subdomain section level.

- **The frequency of blanks and zeros.** All schools should strive to minimize blank test booklets and nonsense responses on the part of students. The “0” reflects an off-target or irrelevant response.
- **Comparisons between each subdomain section school/district mean for open-response and multiple-choice items.** When a school’s performance is lower than that of the state, a negative sign indicates the difference under School-Minus-State Mean (far right column).

# Individual Student Reports – Detailed Explanations

## Individual Student Report

The Individual Student Report informs students and parents about individual student performance on the KCCT. The main features of the Individual Student Report are the student's performance level (Novice low, Novice medium, Novice high, Apprentice low, Apprentice medium, Apprentice high, Proficient, Distinguished) in each content area.

### Performance Levels and Score Ranges

Student performance on the KCCT is classified into one of four performance levels describing students' level of proficiency on the content and skills achieved in each content area. There is a wide range of student proficiency within each performance level. KCCT results are also reported as scale scores to provide additional information about the location of student performance within each performance level. Refer to the general performance level descriptions provided below.



### General Performance Level Descriptions

#### Distinguished

- Student demonstrates an in-depth, extensive, or comprehensive knowledge of content.
- Student communication is complex, concise, and sophisticated with thorough support, explicit examples, evaluations, and justifications.
- Student consistently and successfully implements appropriate strategies.
- Student demonstrates insightful reasoning and makes connections where appropriate.

#### Proficient

- Student demonstrates broad content knowledge and is able to apply it.
- Student communication is accurate, clear, and organized with relevant details and evidence.
- Student uses appropriate strategies to solve problems and make decisions.
- Student demonstrates effective use of critical thinking skills.

#### Apprentice

- Student demonstrates basic content knowledge and reasoning ability.
- Student communicates reasonably well but draws weak conclusions or only partially solves or describes.
- Student attempts appropriate strategies with limited success.

#### Novice

- Student demonstrates minimal, underdeveloped, and at times inaccurate content knowledge and reasoning.
- Student communication is ineffective and lacks detail with no evidence of connections within or between content areas.
- Student uses strategies that are inappropriate.

### 2009–2010 Kentucky Core Content Test Individual Student Report

**Student:** CAITLYNN M ACKROYD  
**School:** Demonstration School 1  
**District:** Demonstration District A  
**Code:** DEADE1  
**Grade:** 11

The Kentucky Core Content Test (KCCT) is designed to improve teaching and student learning in Kentucky. The overriding goal of KCCT is for all students in Kentucky to reach proficiency as defined by the Kentucky Board of Education. Student performance on Reading and Mathematics is the basis of federal accountability reporting required by No Child Left Behind. For more information visit <http://www.education.ky.gov>.



## 2009–2010 Kentucky Core Content Test Results

<b>Student</b> CAITLYNN M ACKROYD	<b>DOB</b> 10/25/1991	<b>State Student ID</b> D123321945
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Subject Area	Performance Level	Scale Score	Display of Scale Score and Probable Range of Scores	State Avg. Scale Score
Mathematics	Apprentice	1128		1135
Science	Apprentice	1128		1136
Social Studies	Apprentice	1131		1136

### Interpretation of Graphic Display

The diamond (◆) represents the student's score. The bar ( ) surrounding the score represents the probable range of scores for the student if he or she were to take this test many times. This statistic is called the standard error of measurement. See the reverse side for a description of the performance levels.

### This Student's Performance Level Compared to School, District, and State Performance (Percentage of Students at Each Performance Level)

	Mathematics				Science				Social Studies			
	Student	School	District	State	Student	School	District	State	Student	School	District	State
Distinguished		0	0	8		0	0	6		0	1	14
Proficient		4	4	33		10	8	35		3	3	27
Apprentice	✓	33	33	33	✓	48	50	38	✓	43	42	40
Novice		63	63	26		42	41	20		53	55	20

### Description of the Student's Results

**Mathematics:** Your Performance Level is Apprentice. You scored in the medium range of this performance level. A proficient scale score for this subject area begins at 1140.

**Science:** Your Performance Level is Apprentice. You scored in the medium range of this performance level. A proficient scale score for this subject area begins at 1140.

**Social Studies:** Your Performance Level is Apprentice. You scored in the medium range of this performance level. A proficient scale score for this subject area begins at 1140.

NOTE: Percentages may not sum to 100% due to rounding.

DEADE1

The performance levels are based on students' responses to both the open-response and multiple-choice questions. If a student is not tested, no performance level information is printed on the student report. The Description of the Student's Results box will be marked "Non-tested" for each content area.

It is important that discussions of the KCCT reports with parents include information explaining the performance levels. Student Performance Standards Descriptions by grade level and content area can be found on KDE's web site at: <http://www.education.ky.gov>.

In addition to this resource, a brief document, *Kentucky Core Content Test Spring 2010 Individual Student Report Parent Guide*, is available at the same web site address. This document includes a glossary of basic terms that may be useful when communicating with parents and other stakeholders.

To provide students, parents and schools with a better understanding of the student performance, the text in the Description of the Student's Results box identifies a student's performance as being either Novice low, Novice medium, Novice high or Apprentice low, Apprentice medium, or Apprentice high.

Two copies of each individual student report are provided to schools. A copy should be sent by the schools to parents/guardians; the other copy is for school records.

# Student Listing

The Student Listing report provides all the information in the Individual Student Report in a concise and convenient form for school and district personnel.



## Kentucky Core Content Test Student Listing Report Spring 2010

School: Demonstration School 1  
District: Demonstration District A  
School Code: DEADE1  
Grade: 11

NCLB Accountability Status*	Number of Students	Student Status	Number of Students			Exempt from NCLB Accountability at This School
			KCCT	Alternate Assessment	Total	
Accountable	514	Participated at this school	501	13	514	KCCT 7
		Participated at another school (AN)	0	0	0	Alternate Assessment Portfolio 2
Not Accountable	18	Participated at this school and accountable to another school (NA)	10	8	18	Alternate Assessment Attainment Tasks 2

Student Name	State Student ID (SSID)	Lithocode	Alternate Assessment	Testing Accommodations	Student Status	Accountable/ Tested School	Mathematics		Science		Social Studies	
							Scale Score	Performance Level	Scale Score	Performance Level	Scale Score	Performance Level
ACKROYD, CAITLYNN M	D123321945	D105002849					1128	A-med	1128	A-med	1131	A-med
ADAMS, KRISTINE E	L866891943	D102005192					1100	N-low	1125	A-low	1133	A-high
AGUIERO, ROBERT P	J724901946	D105001028					1107	N-med	1126	A-low	1123	A-low
AGUILAR, MARTHA M	E841241944	D101003829					1110	N-med	1116	N-high	1114	N-high
AGUILARALVAREZ, RICARDO B	N556541945	D102000638					1100	N-low	1106	N-med	1114	N-high
AGUIRRE, JULIO	M850771919	D104002724					1123	A-low	1129	A-med	1115	N-high
AMENT, LAURA J	H138051943	D103007766					1119	N-high	1127	A-med	1137	A-high
ANDERSON, NICHOLAS	M145301944	D102007698					1139	A-high	1153	P	1134	A-high
ANTONINO, ALEXIS G	M869171945	D101010384					1100	N-low	1119	N-high	1114	N-high
APACIBLE, LAUREN E	G794921944	D106004860					1122	A-low	1119	N-high	1125	A-low
ARD, SARYA M	G881301943	D104007524					1122	A-low	1123	A-low	1134	A-high
ARENIVAS, GABRIEL T	H283541946	D101004792					1128	A-med	1132	A-med	1126	A-low
ARMSTRONG, CHRISTOP L	L652271961	D104002120					1100	N-low	1107	N-med	1122	A-low
ARNO, WHITNEY L	G499061954	D106009198					1103	N-med	1122	A-low	1119	N-high
AUSTIN, SAMANTHA E	J875181942	D103003202					1141	P	1135	A-high	1128	A-med
AVARD, NATHAN C	L001881957	D103002030					1126	A-low	1133	A-high	1119	N-high
BAEZ, MATTHEW M	M181931943	D102008833					1100	N-low	1119	N-high	1121	A-low

### Legend

AN: Participated at another school and accountable to this school

EXEMPTED: Student Exempted from Testing  
D: Distinguished  
P: Proficient

A-high: Apprentice High  
A-med: Apprentice Medium  
A-low: Apprentice Low

N-high: Novice High  
N-med: Novice Medium  
N-low: Novice Low

NA: Participated at this school and accountable to another school

\*NCLB accountability applies only to the content areas of reading and mathematics.



## Performance Levels

Performance levels are based on the student's responses to the entire test – open-response *and* multiple-choice items. The performance levels are abbreviated on the report as follows:

- **D** indicates that the student scored at the Distinguished (highest) level.
- **P** indicates Proficient (the high level of achievement that is the state goal for all students to attain).
- **A-high** indicates Apprentice high.
- **A-med** indicates Apprentice medium.
- **A-low** indicates Apprentice low.
- **N-high** indicates Novice high.
- **N-medium** indicates Novice medium.
- **N-low** indicates Novice low.
- **B** indicates Blank (this is for the on-demand writing prompt only). The student did not make any response to the on-demand writing prompt. For reporting purposes, Blank scores are treated as Novice low.
- **NT** indicates Not Tested. The student did not take the KCCT.

## Multiple Forms of the KCCT

Multiple forms of the KCCT are necessary to cover the breadth of Kentucky's *Core Content for Assessment 4.1* at each school level. Item Response Theory (IRT) is used to "level the playing field." IRT is a standard statistical procedure used to transform raw test scores to scale scores.

The underlying scale for the KCCT is not the number-correct raw score, but rather a continuous scale which varies by grade level. The same raw score on a different form can, and usually will, generate a different scale score. Raw scores are converted to scale scores to address the minor differences in difficulty among the six test forms.

- Students 1 and 2 each obtained a raw score of 50. Student 1 received more scale score points than student 2 (i.e., 586 vs. 583). These two students received the same raw score but different scale scores, because forms have been equated.
- Students 3 and 4 received the same scale score of 536. Although they received different raw scores, according to the IRT, the students are performing at the same level, regardless of the form.

## Appendix A – Terms and Explanations

**Alternate Assessment** – This program is a measurement process used with students with severe disabilities and who are not able to participate within the normal curriculum, even when they are provided all possible accommodations and assistive technology available. The program typically involves less than 1% of the total student population.

The Kentucky Alternate Assessment includes three major components:

1. The Alternate Assessment Portfolio measures student performance on specified standards for reading, mathematics, and science, and includes work samples for each content area. Students are assessed in:
  - Reading at grades 3-8 and grade 10;
  - Mathematics at grades 3-8 and grade 11; and
  - Science at grades 4, 7 and 11.
2. Attainment Tasks are designed to provide an alternate to the KCCT in the content areas of social studies and on-demand writing. These are performance events or tasks completed one-on-one with the student's teacher.
3. The Transition Attainment Record is designed to provide an alternative to the readiness exams required statewide in the content areas of reading, English, mathematics and science. This includes a checklist of skills in these content areas, student interview questions, and team interview questions completed by the Admission and Release Committee (ARC) or a subgroup of the ARC.

**Kentucky Core Content Test (KCCT)** -- This is the test taken by students in grades 3, 4, 5, 6, 7, 8, 10, 11 in the spring of the school year. Grade 12 On-Demand Writing is administered in the fall. The KCCT assesses five content areas (see Table 1 on page 5). It uses both multiple-choice and open-response items. A core of items is common to each form of the assessment and additional matrix items vary across forms.

**NAPD Descriptors** – Below are summaries of the language used to describe Novice, Apprentice, Proficient and Distinguished. The Proficient level is the goal for all students. For more explicit and detailed descriptions it is best to consult the descriptors for each particular grade level and content area. These descriptors can be found on the KDE web site at: <http://www.education.ky.gov>.



## General Performance Level Descriptors

<u>Distinguished</u>	<ul style="list-style-type: none"> <li>▪ Student demonstrates an in-depth, extensive, or comprehensive knowledge of content.</li> <li>▪ Student communication is complex, concise, and sophisticated with thorough support, explicit examples, evaluations and justifications.</li> <li>▪ Student uses and consistently implements a variety of appropriate strategies.</li> <li>▪ Student demonstrates insightful connections and reasoning.</li> </ul>
<u>Proficient</u>	<ul style="list-style-type: none"> <li>▪ Student demonstrates broad content knowledge and is able to apply it.</li> <li>▪ Student communication is accurate, clear, and organized with relevant details and evidence.</li> <li>▪ Student uses appropriate strategies to solve problems and make decisions.</li> <li>▪ Student demonstrates effective use of critical thinking skills.</li> </ul>
<u>Apprentice</u>	<ul style="list-style-type: none"> <li>▪ Student demonstrates some basic content knowledge and reasoning ability.</li> <li>▪ Student communicates reasonably well but draws weak conclusions or only partially solves or describes.</li> <li>▪ Student attempts appropriate strategies with limited success.</li> </ul>
<u>Novice</u>	<ul style="list-style-type: none"> <li>▪ Student demonstrates minimal, limited, underdeveloped, and at times inaccurate content knowledge and reasoning.</li> <li>▪ Student communication is ineffective and lacks detail with no evidence of connections within or between content areas.</li> <li>▪ Student uses strategies that are inappropriate.</li> </ul>

Web Link: <http://www.education.ky.gov> (For Performance Level Descriptors, look at each content area of Kentucky's Core Content for Assessment 4.1.)

To communicate a more specific indication of how close a student's work is to the next Performance Level, for reporting purposes in reading, mathematics, science and social studies, the Performance Levels of Novice and Apprentice are subdivided into the following categories:

1. Novice Low
2. Novice Medium
3. Novice High
4. Apprentice Low

5. Apprentice Medium
6. Apprentice High

Performance Levels are derived for the KCCT by using a weighted sum of performances on open-response and multiple-choice items and converting it to an appropriate Performance Level. (Alternate Portfolios are scored by contractors. Attainment Tasks and Transition Attainment Records are scored locally and reported to the contractor.)

**Scoring Guides** – These are guides that are used to score student answers. For open-response questions, a different guide is developed for each question. Additional guides are developed for Alternate Portfolios.

## Appendix B – 2009-2010 KCCT Scale Score Ranges

### Novice, Apprentice, Proficient and Distinguished

Content	Performance Level	Grade								12
		3	4	5	6	7	8	10	11	
Reading	Novice Low	300	400	500	600	700	800	1000		
	Novice Medium	301-312	401-412	501-512	601-612	701-712	801-812	1001-1012		
	Novice High	313-319	413-419	513-519	613-619	713-719	813-819	1013-1019		
	Apprentice Low	320-326	420-426	520-526	620-626	720-726	820-826	1020-1026		
	Apprentice Med	327-332	427-432	527-532	627-632	727-732	827-832	1027-1032		
	Apprentice High	333-339	433-439	533-539	633-639	733-739	833-839	1033-1039		
	Proficient*	340-372	440-470	540-568	640-667	740-765	840-864	1040-1063		
	Distinguished*	373-380	471-480	569-580	668-680	766-780	865-880	1064-1080		
Mathematics	Novice Low	300	400	500	600	700	800		1100	
	Novice Medium	301-312	401-412	501-512	601-612	701-712	801-812		1101-1112	
	Novice High	313-319	413-419	513-519	613-619	713-719	813-819		1113-1119	
	Apprentice Low	320-326	420-426	520-526	620-626	720-726	820-826		1120-1126	
	Apprentice Med	327-332	427-432	527-532	627-632	727-732	827-832		1127-1132	
	Apprentice High	333-339	433-439	533-539	633-639	733-739	833-839		1133-1139	
	Proficient*	340-363	440-463	540-563	640-660	740-761	840-862		1140-1163	
	Distinguished*	364-380	464-480	564-580	661-680	762-780	863-880		1164-1180	
Science	Novice Low		400			700			1100	
	Novice Medium		401-412			701-712			1101-1112	
	Novice High		413-419			713-719			1113-1119	
	Apprentice Low		420-426			720-726			1120-1126	
	Apprentice Medium		427-432			727-732			1127-1132	
	Apprentice High		433-439			733-739			1133-1139	
	Proficient*		440-459			740-761			1140-1162	
	Distinguished*		460-480			762-780			1163-1180	
Social Studies	Novice Low			500			800		1100	
	Novice Medium			501-512			801-812		1101-1112	
	Novice High			513-519			813-819		1113-1119	
	Apprentice Low			520-526			820-826		1120-1126	
	Apprentice Med			527-532			827-832		1127-1132	
	Apprentice High			533-539			833-839		1133-1139	
	Proficient*			540-563			840-859		1140-1154	
	Distinguished*			564-580			860-880		1155-1180	
Writing On-Demand	Novice Low			500			800			1200
	Novice Medium			501-512			801-812			1201-1212
	Novice High			513-519			813-819			1213-1219
	Apprentice Low			520-526			820-826			1220-1226
	Apprentice Med			527-532			827-832			1227-1232
	Apprentice High			533-539			833-839			1233-1239
	Proficient*			540-563			840-861			1240-1254
	Distinguished*			564-580			862-880			1255-1280